Structured Small Group Program

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**Goal**

The needs, goals and objectives for this group are for high school student’s ages 17-18 of mixed gender that scored low in diversity awareness surveys distributed to school population. Students use political comics, and surveys to discuss stereotypes concerning diversity and learn to evaluate their own thoughts and feelings towards issues of diversity. This is a small closed group with six forty-minute sessions, during afternoon free period. Students are chosen from a pool of students who score low during the annual school-wide diversity survey.

**Session 1**

**Title: A Different World**

**Brief Summary of Session:** Group members will be given a pretest to determine pre-group attitudinal scores on diversity. Students will then begin with introductions. Students will them be given handouts, which include data from the latest Census information and Dept of Corrections. Students will be asked to think critically about the possible meanings of the data and how the diverse populations are impacted by data, i.e. who is missing or overlooked, are their any statistics that stand out as unusual and why. Group members will be asked why they think what they think and how they feel about those thoughts.

**Theoretical Orientation:** Cognitive Behavioral

**Specific Group Technique: Mindfulness**

**Session: 2 of 6**

**Duration:**  40Minutes

**Materials/ Media:**

* + Printout from www.Census.gov on State and National general statistics
  + Printout from DOC on population and crime statistics

**Core ASCA Standard(s):** PS.A1.2 – Identify values, beliefs and attitudes,

**Core State Academic Standard(s):** WA State Standards: Know and apply concepts & principles of social science, thinking logically and analytically. M1.5.A Use and evaluate the accuracy of summary statistics to describe and compare data sets.

**Objectives:**

* Name one reason why we use statistics
* Name one possible situation facing minority populations

The school’s mission states “To graduate students who have achieved academic excellence and who look forward to sharing their expertise, understanding, and compassion to create an increasingly peaceful and productive society,” the objectives teach to achieving academic success by helping students understand larger ideas concerning statistics and how to be critical of assumptions made while also touching on creating a peaceful society by addressing issues facing diverse populations.

**Assessments:** Students will fill out a Likert Score Racial Attitude Questionnaire pre and post group as well as answer a two-question survey after some sessions.

**Rationale/ Recruitment:**

Needs Assessment will come from the annual Diversity and School Safety Survey. Students with diversity scores in the lowest 10th percentile and at least 17 years old will be eligible for the group. Referrals from Administration as well as Interviews will be arranged to select students. This is a normative need as students will have taken the annual survey and have scored low in the racial attitude portion of the survey. Data is extremely important to the development of needs based programming. Without data it is impossible to evaluate the needs of the educational community to develop programming, it would also be impossible to determine if the programming developed is beneficial and working for students involved. Data and research concerning school counseling also benefits those involved in individual counseling. As a counseling to numbers of students, the professional counseling staff may notice trends or issues affecting the larger community, but without data as proof and evidence it will be unlikely to develop new support programs or assistance through administrative sources. Data also allows counselors the ability to reference their personal strengths and goals for performance reviews and personal growth. Each school or district may have a mission or a passion for certain program and support types, these ideas are central to the mission of the schools counselors work it, therefore it is important that school counselors support the mission of their school with programs which increase students performance in those areas. It is also important to have data to help change goal based on the mission statement if current programs are not helping students. As things change in society so do issues and goals change for students, data helps define when changes and shifts occur as well as providing insight into how to best address developing needs.

According to ASCA ethical standards it may be necessary to notify parents of the students participation in this group; part of this determination may be dependant on the policies of the school district. Depending on the ages of the adolescents in the group this may be required by law as well. All students or parents (as needed) must sign the Informed Consent form before beginning the group. As leader of the group each student should feel that I respect them and the decisions they make as well that the group is allowing for their best interests, and allowing them time to digest and decide whether the group goals and content are right for **themselves as potential members.** (Erford, 2010)

**Legal, Ethics and Multicultural Issues:**

A major theme that is often discussed with diversity is justice, which is also apart of our ethical standards. All group members must be treated fairly and equally and, when needed, stepping in to advocate for students in the group. That advocacy could take on the shape of making sure that students who may have an unpopular opinion are heard and express themselves along with other group members. Before beginning the small group students must have completed Informed Consent forms signed and returned to the school counselor.

**Theoretical Overview:**

The purpose of this group is for students to learn to pay attention to their initial thoughts and reactions to diverse issues and stimuli. As well as being able to identify what they are thinking in order to question their own thoughts in regards to diversity. According to Sue, in order to combat prejudice and racism the individual must identify their thoughts and the values and beliefs behind them before moving into other processes to correct incorrect beliefs concerning diverse populations. Sue argues that change stems from first correcting thinking. In order to correct this incorrect or skewed thinking, I chose Cognitive Behavior approaches to develop a set of sessions, which asks students to learn to critically evaluate those thoughts.

**Procedures/ Instructional Strategy:**

1. After welcome, reintroduce group rules and total number of sessions remaining.
2. Present brief introduction to statistics. What they are, how you get them, what they can be used for. Define the ethnic titles as defined by US Census and the Dept. Of Corrections.
3. Pass out statistical data
4. Begin discussion, ask for ideas about what they notice about statistics, how these stats might be used, what demographics, and people groups might be missing or overlooked.
5. Process and Close

**Homework/ Ownwork**: Include a description of homework, if applicable. Include all content in this section or as ancillary material in the appendix.

**Group Stage and Emerging Issues:** Stage is Introduction. Students should be becoming more comfortable sharing with the group. Trust and openness should begin to emerge. Students may struggle with critical analysis of statistics, more definitive explanation may be necessary.

**Session 2**

**Title: Images**

**Brief Summary of Session:** All students will be asked to give their name and how they identify culturally, beginning with the counselor as model. Students will be handed current comics regarding race, ethnicity, gender etc that are controversial. Students will be asked to discus what their initial thoughts are concerning comics, possible stereotypical images. Students will be asked to discuss how or why they might feel or think the way they do in order to help students to realize their thought processes concerning diversity.

**Theoretical Orientation:** Cognitive Behavioral

**Specific Group Technique:** Mindfulness

**Session 4 of 6**

**Duration:**  40Minutes

**Materials/ Media:**

* + Comics from current newspapers or magazines(Gardner, 2012)

**Core ASCA Standard(s):** PS.A1.2 – Identify values, beliefs and attitudes,

**Core State Academic Standard(s):** WA State Standards: Know and apply concepts & principles of social science, thinking logically and analytically. SL11-12.2 Integrate multiple sources of information  presented in diverse formats and media (e.g.,   visually, quantitatively, orally) in order to make  informed decisions and solve problems,   evaluating the credibility and accuracy of each  source and noting any discrepancies among  the data.

**Objectives:**

1. Students should be able to identify how the image(s) make them feel.
2. Students should be able to

**Assessments**: The group assessment for the pre and post group is the Racial Attitude Questionnaire. For the 2nd session, the objectives can be met when students bring in their homework with their thoughts on the image.

**Procedures/ Instructional Strategy:**

1. For introduction for session students should go around and describe their culture or ethnic identity.
2. Pass out current comic handouts to students
3. Open discussion concerning images. Do you have any strong feelings or thoughts concerning any of the comics? Can you identify why you think or feel that way. Do images include stereotypes, could someone view them as stereotypical, how might they make that culture feel.

**Homework/ Ownwork**: Find at least one image, (via T.V news, online media, comics, and literature to bring as an example for next session.

**Group Stage and Emerging Issues:** Stage is working. Issues for this group may involve defensive posturing, resistance to analyze thoughts or feelings towards other cultures, genders, etc.

**Program Evaluation**

Students will fill out a questionnaire on racial attitudes. The questionnaire will be taken pre and post group to determine change in diversity attitude. The pre and post-test results will be compared to see if there is any significant change in the student attitudes towards race post group. These qualitative scores will also be compiled with Qualitative surveys given to the group members during the final session for commentary and feedback. Findings can also be compared to those findings with the annual Franklin HS Diversity and Student Safety Survey and the Washington State Achievement and Demographics from Washington Department of Education. Students will be asked what they found the most helpful and what they would change or add to the group. Through both the formal questionnaire and the interview both qualitative and quantitative data will be collected for analysis. After compiling and analyzing the group data, it will then be possible to write a formal evaluation of the group process and determine areas of improvement as well as strengths and useful tools.

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